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ABSTRACT

This booklet contains program description and policy guidelines for the Mercer County Teacher Education Center (Princeton, West Virginia), a cooperative center organized and operated by Bluefield State College, Concord College, Mercer County Public Schools, and the W. Va. State Department of Education. Part 1 sketches the history of the Center (founded in July 1969) and lists basic assumptions regarding cooperative responsibility for a comprehensive program of teacher training. Included is an outline of the administrative organization and lists of the duties and responsibilities of the advisory council (composed of representatives of all cooperating organizations), which is responsible for general supervision of the Center. Part 2 sketches program philosophy and describes each component: pre-student teaching modules (experiences in the public schools for college sophomores and juniors), the student teaching program, the inservice education program throughout the county, and the continuing education program for beginning teachers. Part 3 lists functions and responsibilities for all involved: county school system, teacher education institutions, state department of education, center coordinator, student teacher (13 required competencies are listed), cooperating teacher, college-based teacher educator, county supervisor, building principal, and each public school selected as a site for observation and student teaching. (JS)

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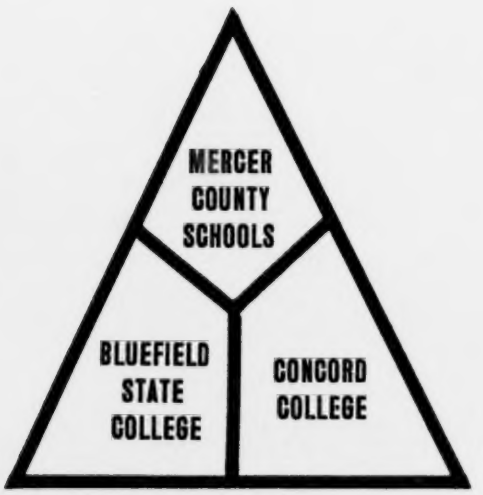

MERCER COUNTY
TEACHER EDUCATION CENTER

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FOREWORD

Teacher education is a joint function of the state, the teacher colleges, and the public school systems. The Mercer County Center is a cooperative function of all of these.

Under permissive legislation, Bluefield State College, Concord College, and the Mercer County Public School System have pooled their funds, their efforts, and their cooperative spirit in organizing a center for the improvement of teacher education.

This booklet is designed to inform college personnel and students as well as public school teachers. It is informative to the layman as well. All who participate in the teacher education program should study it carefully. In a sense, it is a set of written policies representing the best thinking of the members of the Advisory Committee, the Director, and others who reviewed it carefully and made suggestions. Much help came from selected college personnel.

This writer believes that the information presented in this booklet will greatly facilitate the important function of joint participation in teacher education.

W. R. Cooke, Superintendent
Mercer County Schools

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PART IV. EPILOGUE

ASSUMPTIONS

The Mercer County Teacher Education Center is organized by and operating upon the following set of assumptions:

1. Teacher education preparation functions best in the action atmosphere of the public school and local community.

2. Teacher education functions best in a climate whereby colleges, the State Department of Education, county school systems, and the local community all contribute to the development of an effective teacher preparation program.

3. In the future public schools will play a more active role in teacher education.

4. Undergraduate teacher education will be organized increasingly on the basis of educational experience modules, many of which will be situated within the public schools.

5. Local district staffs and college faculties have similar problems and interests which may be focused upon through joint in-service ventures.

6. Beginning public school teachers will have a more beneficial and stimulating initial teaching experience through involvement in a continuing education program provided by the Center and the cooperating colleges.

7. Graduate credit when feasible should be an integral part of continuing education.

8. Rather than a cooperating institution losing control over any portion of its program, the center concept, through its Advisory Committee and the ensuing dialogue, will increase each institution's responsibility and input correlation within the total teacher education program of the area.

HISTORY

The center concept began with the efforts of personnel concerned about teacher education in West Virginia. These efforts along with the efforts of other states culminated in a federally funded teacher education project: Multi-State Teacher Education Project (M-STEP), the purpose of which was to:

> strengthen the capacity of state departments of education to provide leadership in the development of joint responsibility between local education agencies and teacher education institutions in the preparation of professional personnel, with emphasis on laboratory experiences in elementary and secondary schools.

The specific goals of the M-STEP project, funded under Title V, ESEA-1965, by the several states (Florida, Maryland, Michigan, South Carolina, Utah, Washington, and West Virginia) were to:

a. Strengthen laboratory experiences.
b. Explore the uses of video processes in teacher education.
c. Develop new intrastate patterns of organization in teacher education.
d. Promote greater interstate cooperation.

M-STEP in West Virginia was directed toward the improvement of laboratory experiences in teacher preparation. This was done specifically through the development of a Pilot Center for Student Teaching. In the initial phase of the project, the Pilot Center was established in cooperation with the Kanawha County School System.

Unique to the West Virginia M-STEP Center was the effort to combine and utilize the resources and special characteristics of five teacher preparation institutions, a public school system, and a state department of education. The director of M-STEP became the Center director. As coordinator of the Center, many of the responsibilities normally carried out by directors of student teaching and by college supervisors were assumed by him. Activities such as the assignment of student teachers, liaison with cooperating institutions, and many supervisory functions previously exercised by college supervisors became responsibilities of the director.

A major concern of the Pilot Center was the need to prepare supervising teachers for the increased professional responsibility which would become theirs under the center concept. In order to provide for this, an intensive in-service program was implemented. This program was designed to meet the needs of both the beginning and experienced supervising teachers. Primary impetus in the development of the in-service program was provided by the Center director. Cooperation by the public school system resulted in released time in order that supervising teachers could be involved in the program. The director, in his leadership role, channeled the resources which were utilized in the in-service program of the supervising teachers.

The Division of Teacher Preparation and Professional Standards of the West Virginia Department of Education received additional funds from ESEA-Title V, administered through the M-STEP Project, in order that other areas of the state might be informed regarding the experiences resulting from the Pilot Center and the establishment of the Kanawha County Center. These funds made possible numerous activities and a series of meetings involving institutions in the state which prepare teachers, and the public school systems which cooperate with them in their student teaching programs.

One such meeting (November 4, 1968) involved two state colleges--Bluefield State College at Bluefield an Concord College at Athens--one of the institutions directly associated with the Pilot Center in Kanawha County--and leaders from two county school systems cooperating with the colleges' student teaching programs: Mercer County and Tazewell County, Virginia.

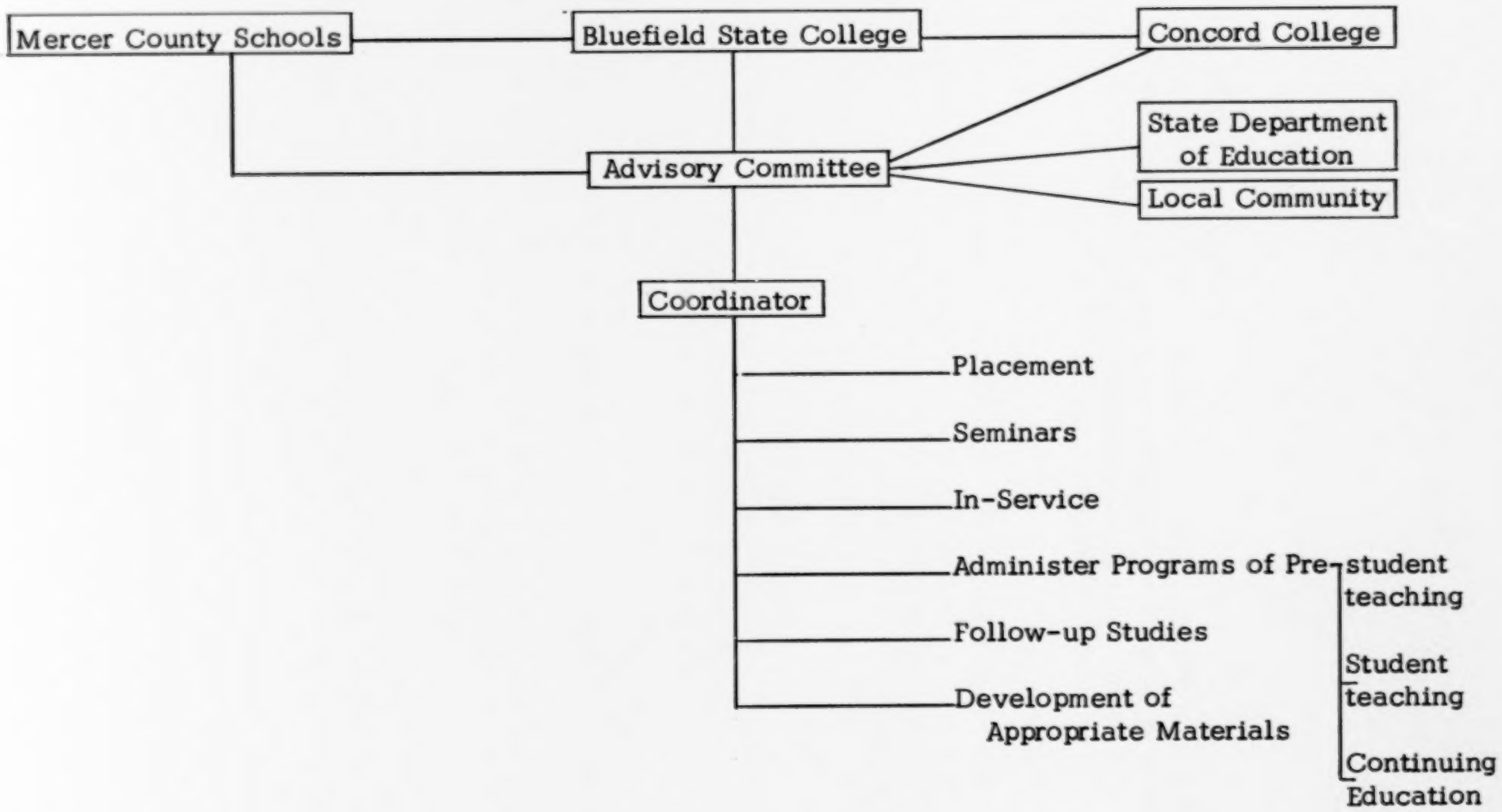
As a result of this meeting, plans for the formation of a student teaching center in Mercer County proceeded rapidly. Legislation to permit county boards of education and colleges to commit funds to establish joint projects was passed by the West Virginia Legislature. On July 1, 1969, the Mercer County Teacher Education Center was founded by action of the Mercer County Board of Education, Bluefield State College, and Concord College.

Provision is being made in the development of the Mercer County Center for the possible inclusion of additional institutions of higher education and interested counties. While only one county is currently a member of the cooperative, it is anticipated that additional counties will formally affiliate.

The emerging organization was named the Mercer County Teacher Education Center to further indicate the envisioned comprehensive approach to teacher education. The program contained components designed for pre-student teaching modules, a student teaching laboratory, and a program of continuing education for Mercer County beginning teachers as well as close college-public school cooperation in all areas of in-service education.

This far-reaching and innovative approach to teacher education has been made possible through institutional cooperation but more particularly through the leadership of Superintendent W. R. Cooke who has been willing to involve the public schools in multiple phases of teacher education rather than the traditional practice teaching program, only.

ADMINISTRATIVE OUTLINE



ADVISORY COMMITTEE

Cooperation and thoughtful dialogue are essentials in the center concept of teacher education. To provide the vehicles of action and communications, the Advisory Committee for the Center must function in a meaningful and professional manner.

Composition

1. The Committee is composed of the following representation:

   a. One member from each participating institution of higher education which contributes to the fiscal maintenance of the Center, to serve as long as he is appointed by said institution and as long as said institution meets stated membership requirements. Each participating institution shall select an instructional staff member in a non-voting capacity. Such representation shall alternate each year between elementary and secondary staff members.

   b. One representative from the West Virginia State Department of Education.

   c. Two members designated by the Superintendent of Mercer County Schools.

   d. One elementary or secondary principal working in the Center teacher-training program who is selected for a one year membership alternately by the elementary and secondary principal organizations.

   e. One elementary or secondary public-school teacher also chosen alternately from secondary and elementary ranks for a one-year membership.

   f. A representative of the community at large appointed by the Advisory Committee for a one year term.

2. The Committee Officers

   The Committee shall elect from its membership such officers as it deems necessary. However, it must annually elect a chairman who fulfills the usual duties performed through the office of chairman.

3. Duties and Responsibilities of the Committee

   a. The Committee shall formulate policy which is deemed appropriate for the operation of the Teacher Education Center.

b. The Committee accepts responsibility for selecting a coordinator who shall serve as secretary to the Committee and who shall administer Center policy. The coordinator shall be selected by a majority vote of the Committee from candidates proposed by the Committee chairman or by nomination from a Committee member.

c. The Committee provides general supervision of the Center teacher education program including the approval of all experimental programs and the admission of prospective student teachers from institutions of higher education not currently represented on the Committee. Whenever possible, no institution of higher education will be refused an opportunity to utilize the Center if such an institution is approved by the West Virginia State Department of Education as eligible to prepare teachers; or if the institution is located in another state and such institution possesses NCATE accreditation. Other institutions of higher education are encouraged to apply to the Center and their applications will be evaluated by the Committee.

d. The chairman of the Committee shall act on the behalf of the Committee for the immediate supervision of the activities of the coordinator.

e. Without Committee adoption of a parliamentary procedure, Roberts' Rules of Order shall serve as the basic format of organization.

PHILOSOPHY

The Center's teacher education program begins with identification of a student in the freshman or sophomore year of college and continues through the first three years of teaching until the teacher receives tenure. The Center will draw upon personnel from the county public schools, institutions of higher education, and the State Department of Education to conduct various components of the program. Projected involvement of the total Center program includes the areas shown below.

1. *Flexibility* which will permit a college outside the cooperative to assign a student to the Center for his laboratory experiences.

2. *Evaluation* which is carefully planned and conducted in all phases of the Center teacher education program.

3. *Cooperation* by the county and colleges to provide pre-service experiences in the public schools.

4. *Involvement* of cooperating teachers which will result in more meaningful laboratory experiences for prospective teachers.

5. *In-service* programs which provide orientation and continuing education components for beginning and tenured teachers.

6. *Innovative* uses of the college supervisor.

7. *Solutions* to mutual problems by the establishment of a working relationship among public school-based teacher educators, college academicians, and State Department of Education representatives.

8. *Utilization* of a selected building coordinator in each school who works with cooperating and prospective teachers.

9. *Climate* for learning which will enable creative ideas and techniques to be communicated through the Center.

CENTER PROGRAM

PRE-STUDENT TEACHING COMPONENT

The Center is presently developing experience centered and competency based modules that will provide a carefully planned, precisely executed program of pre-student teaching experiences and which will be adjusted to meet each individual prospective teacher's needs. From the initial identification of the prospective teacher forward, an opportunity for experiences of a service nature with children in the community and profession-related experiences in the public schools will be provided.

Both Bluefield State College and Concord College currently have pre-student teaching modules within the public schools. These experiences will serve as the foundation and point of departure for creating a more inclusive range of pre-student teaching experiences.

The pre-student teaching modules will be designed to achieve the following:

1. The prospective teacher by successfully completing the sequence of modules will be a quality prospect for the teaching profession.

2. Experienced classroom teachers and administrators will realize the value of having prospective teachers engaged actively in the regular public school program.

3. The prospective teacher will have the opportunity to both observe and respond to childhood and adolescent behavior.

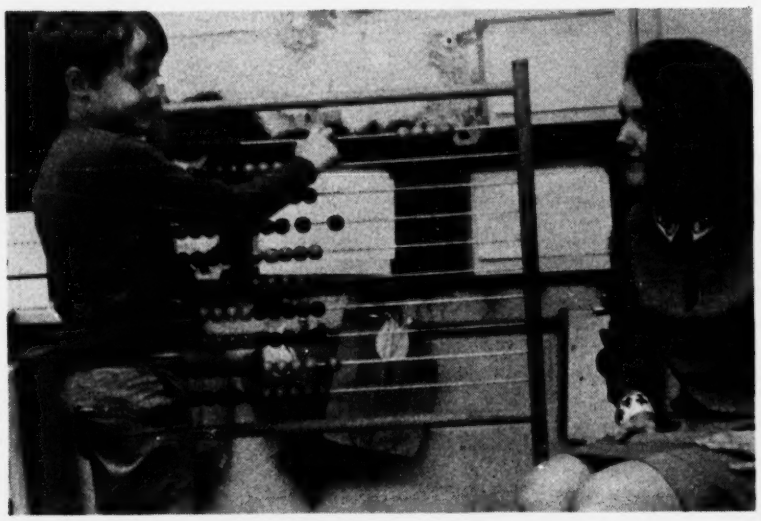
4. Each prospective teacher will have contact with students of divergent age, racial, and social backgrounds.

5. The prospective teacher will have early and varied education experiences within the public schools which will enable him to make a wise decision as to the desirability of a teaching career.

6. Public-school based teacher educators will be active participants in evaluating pre-student teaching experiences.

7. The Mercer County Teacher Education Center will serve as a coordinating agency serving all cooperating institutions in the implementation and placement of prospective teachers in pre-student teaching situation modules.

Module development for the pre-student teaching component of the Center program will be a continuous process. New research directions, social changes, and current trends in teacher education as well as the individual ability of the prospective teacher will determine the module sequence which will be utilized.



STUDENT TEACHING PROGRAM

The Center's student teaching program continues from the module achievement which the prospective teacher has gained in his sophomore and junior year experiences. This phase of the program is designed to provide each prospective teacher the opportunity to develop a distinctive teaching style.

Although the student teacher does receive the experience normally achieved in student teaching, an enrichment component is provided which includes such features as:

1. Cooperative seminars
2. Interschool observation (multigrade and multilevel)
3. Intraschool observation (multigrade and multilevel)
4. Involvement with guidance counselors in each secondary school or county director of guidance
5. Contact with county supervisors
6. Participation in Mercer County's in-service program.

Each student teacher entering the Center program must be accepted by the cooperating county and be recommended by the involved cooperative teacher education institutions as outlined in Part III of this publication.

IN-SERVICE EDUCATION PROGRAM

An essential element of the center concept of teacher education is the in-service component. This feature is utilized extensively in the student teaching program, the continuing education program, and the regular in-service programs of the cooperating institutions.

In today's complex, changing society, education problems are best solved by utilizing and involving all available resources and expertise in the eventual solution. The Center draws upon the professional staffs and faculties of Mercer County, Bluefield State College, and Concord College as well as Center student participants in investigating mutual problems and solutions. The local community is also actively involved in the program.

Each year, the Center will examine the proposed in-service programs of all cooperating institutions and, when feasible, coordinate the programs, making them available for other Center participants.

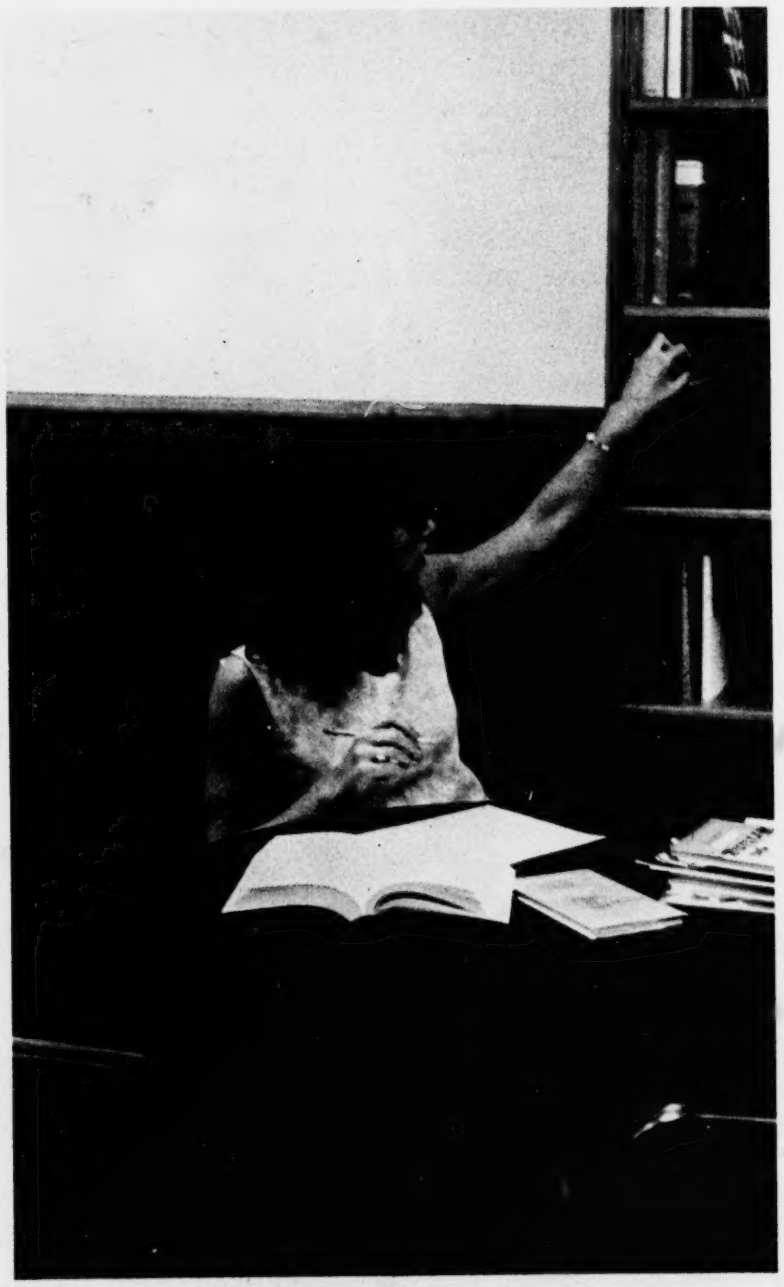
During the 1970-71 school term, the Center's program is primarily concentrating upon the county in-service system. Approximately ten in-service programs are available including examination of such topics as:

1. Inductive-Deductive Teaching
2. Analysis of Teaching
3. Student Teaching Responsibility
4. Simulation in Teacher Education
5. Micro-teaching
6. Differential Staffing
7. Supervision
8. Evaluation
9. Change and Teacher Education
10. Flexibility in the Center Program.

CONTINUING EDUCATION PROGRAM

The first year of teaching is considered the most critical as the newly-trained teacher faces many new situations and problems. Through the center concept of teacher education, the beginning teacher will have the opportunity to share his experiences with other beginning teachers. He will actively participate in a continuing education program whereby the beginning teacher receives some graduate credit for a seminar program of readings and action research which occurs primarily within the classroom and local community.

The continuing education program will have objectives which enable the beginning teacher:



1. To analyze his individual teaching method.
2. To experiment with innovative teaching strategies.
3. To develop increased self-understanding of personal attitudes and prejudices.
4. To work more effectively with children regardless of their race or social situation.
5. To recognize the laboratory aspects of the community with its facilities for learning.
6. To work more effectively with colleagues in all aspects of the teaching learning process.
7. To develop resource files and materials.
8. To receive an effective orientation program in each school.
9. To receive deeper professional satisfaction through teaching in West Virginia.

The following are some of the Center activities which are planned to achieve the above objectives:

1. Seminars on such topics as:

   a. County policies--salary, fringe benefits, role of the beginning teacher, role of the Center, role of administrative personnel and supervisory personnel in Mercer County and particular schools, evaluative procedures for teacher competence, tenure, county instructional programs, teacher liability in the classroom, and possibilities for recognition and advancement in the County
   b. Status of teachers in the community
   c. Working effectively with colleagues
   d. Pupil control--teacher-pupil relationships
   e. Adapting instruction for pupil needs
   f. The advantages and disadvantages of teaching in Mercer County.

2. Critical-incident situations and films.

3. Simulation unit in decision making.

4. Video-tape recordings of a beginning teacher's teaching for private detailed analysis.

5. Instruction in the use of one of the interaction analysis systems.

6. Observation in the rooms of master teachers in Mercer County.

7. Observation in surrounding counties to observe innovative schools and practices.

8. Contact with visiting authorities who are made available through the Center.

CENTER ROLE IN TEACHER EDUCATION

MERCER COUNTY SCHOOL SYSTEM

The Mercer County School System will perform the following functions:

1. Evaluate each student teaching application for placement in the county and assist in placement if student teaching application is accepted.

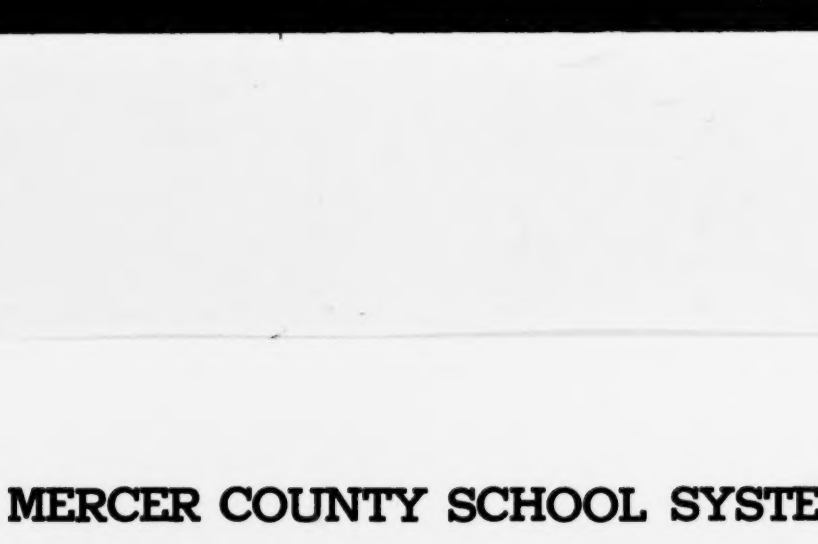
2. Provide the facilities, personnel, and administrative arrangements necessary for an adequate teacher education program.

3. Give credit through the Mercer County in-service program for teachers enrolled in the Center in-service program.

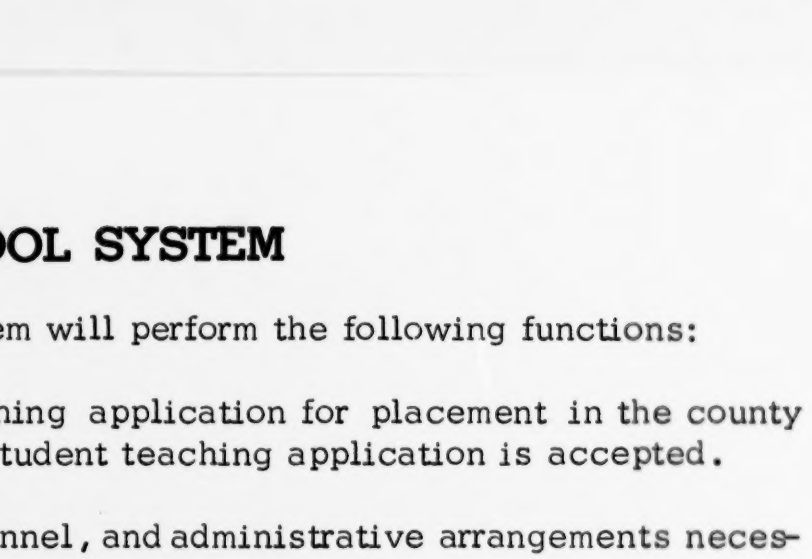
4. Demonstrate leadership in involving all segments of the teaching profession in the teacher education program.

5. Provide office space and adequate secretarial help for the Center's coordinator.

6. Provide equal funding with other institutions in the Center.



BLUEFIELD STATE COLLEGE



CONCORD COLLEGE

TEACHER EDUCATION INSTITUTIONS

The teacher education institutions will provide:

1. Students for professional laboratory experiences who have demonstrated a readiness for teaching activities through their performance in subject matter areas, professional courses and personal behavior.

2. An autobiography and essential information on each student teacher to be submitted to the Center at an established time prior to the student teacher's beginning experiences.

3. Professional staff time which is available to the Center to be utilized in professional laboratory experiences, the in-service program for cooperating teachers, the continuing education program for full-time beginning teachers, and any needed consultative services.

4. Adequate supervision of prospective teachers placed in the Center.

5. Equal funding with the other institutions in the Center.

WEST VIRGINIA STATE DEPARTMENT OF EDUCATION

The State Department of Education will:

1. Support and encourage promising innovations and practices which are developed through the Mercer County Teacher Education Center.

2. Furnish resource materials and aid in developing essential personnel for the Center's program.

3. Encourage the Center to upgrade its cooperating personnel to meet the standards of the Associate Professional Certificate for Supervisor of Student Teachers, when feasible.

4. Provide IBM data processing cards, containing qualifications and pertinent data, for cooperating teachers.

5. Actively participate in the evaluation of the Center's activities.

CENTER COORDINATOR

The coordinator will be guided by a philosophy based on cooperation and the overall improvement of teacher education. Great tact will be required in consolidating the multi-efforts, suggestions and philosophies of all cooperating institutions and personnel.

Under the supervision of the chairman of the Advisory Committee, who operates within the policy of that Committee, and in cooperation with the Mercer County Board of Education and the cooperating institutions of higher education, the coordinator shall assume the following duties:

1. Serve as secretary to the Advisory Committee and be responsible for carrying out Committee policies.

2. Coordinate such pre-student teaching experience modules approved by the Advisory Committee and the cooperative institutions.

3. Maintain a list of qualified cooperating teachers in accordance with the standards prescribed by the State Board of Education, the Mercer County Board of Education, and the Advisory Committee.

4. Maintain an inventory of student teaching stations which are approved by the county and which meet state standards.

5. Through a dialogue established with the cooperating institutions and through personal contact with student teaching supervision, place approved students in proper teaching stations.

6. Be available as a general consultant to the participating Center institutions.

7. Establish sufficient rapport with cooperating teachers and principals to warrant invitations to visit classrooms within the Center program.

8. Serve as a liaison among the cooperating members of the Center on matters pertaining to teacher education.

9. Organize appropriate seminars for student teachers and suitable in-service training sessions for cooperating teachers.

10. Prepare an annual report which shall be submitted to the Advisory Committee.

11. Assist in the procurement and development of general information materials.

12. Serve as a public relations agent whose purpose is to (1) create support within the community for the center concept of teacher education (2) encourage acceptance of professional responsibility for the preparation of teachers by all institutions connected with the Center.

13. Administer a continuing education program for full-time beginning teachers in Mercer County as deemed desirable by the Advisory Committee.

STUDENT TEACHER

Although modifying considerably the traditional pattern of teacher education, the Mercer County Teacher Education Center provides a significant role for the student teacher.

Assumptions:

1. The student teacher experience is provided to enable the prospective teacher to develop a teaching style which incorporates the competencies needed to perform in a superior manner within the classroom.

2. The Center and its cooperating institutions should provide the climate which will permit each student teacher with the opportunity to establish goals which he feels are essential for his success. These goals must be realistic, professional, and within the success range of the prospective teacher. Goals will vary from individual to individual, and each prospective teacher must constantly examine his behavior in view of satisfactory progress toward his goals.

While performing professionally as a teacher, each prospective teacher also functions as an evaluator and a student.

Competencies:

Each student teacher is expected to have the following competencies:

1. An understanding of his basic subject matter coupled with necessary human growth and development background, learning and curriculum patterns, and teaching techniques and practices.

2. Acceptance of the responsibility to appraise his personal qualities and endeavor to analyze his strengths and weaknesses, to overcome his shortcomings, to capitalize on his abilities, and to know how and where to get the help needed to achieve individual goals.

3. The discovery and development of his own particular teaching style.

4. The willingness to accept and complete assigned tasks.

5. The safeguarding of confidential information about children, the meeting of his colleagues on a professional level, and the observation of the basic rules of courtesy toward the people with whom he works.

6. The preparation of plans for teaching and the presentation of these to the cooperating teachers prior to the teaching of a class.

7. The compliance with all school regulations with which regular teachers are expected to conform.

8. The demonstration of patterns of conduct and dress in line with contemporary requirements of the community.

9. The prompt completion of prescribed reports both by the cooperating teacher and the Center.

10. The ability to interpret accurately all information provided in accumulative records.

11. Competency in the use of all audio-visual equipment and multi-media materials available in the school.

12. Acceptance of responsibility for the evaluation of his students' work.

13. The observation and participation in parent-teacher conferences.

COOPERATING TEACHER

The Standards For the Accreditation of Undergraduate Teacher Preparation Programs in West Virginia includes the following statements about the supervising teacher:

> A supervising teacher is defined as a teacher who, in addition to his teaching assignment, is directly responsible for supervising the student teaching of a student enrolled in a West Virginia institution of higher education accredited for teacher preparation.
>
> The supervising teacher shall retain full authority over all aspects of the school's program (e.g. instruction, discipline, and pupil evaluation), delegating responsibility to the student teacher on a temporary basis only. At such times the student teacher shall exercise the legal authority of a substitute teacher.
>
> The supervising teacher shall be in his classroom the optimum amount of time necessary to assure the most successful education experience for the students and the student teacher. His absences from the classroom shall be carefully planned in accordance with the goals of the pupils and the demonstrated competence of the student teacher.[1]

[1]Smith, Rex M., State Superintendent of Free Schools, Standards for the Accreditation of Undergraduate Teacher Preparation Programs in West Virginia, 1967. Charleston, West Virginia: State Department of Education, p. 131. (Materials funded by Title 5, Section 505, P. L. 89-10, ESEA, Small Project Proposal.)

Total involvement characterizes the emerging role of the cooperating teacher as he participates as an equal partner in all professional laboratory experiences. The cooperating teacher is one who:

1. As a professional is committed to teacher education as evidenced by his willingness to be a cooperative participant in professional laboratory experiences and by promoting the teacher education program in his school and community.

2. Holds the Professional Certificate for Serving as a Supervisor of Student Teachers--Supervising Teacher B, Supervising Teacher A, or Teacher Education Association.

3. Communicates to the college-based teacher educator as an equal partner the prospective teacher's progress, strengths and weaknesses, and how cooperatively the prospective teacher can be assisted in his growth.

4. Influences the professional behavior of each prospective teacher by the attitudes he displays toward the prospective teacher, his fellow teachers, his students, their parents, the school administration, school regulations, the professional organizations, and continued professional growth.

5. Assists college and county educators in the planning and evaluation of all professional laboratory experiences in the public schools.

6. Serves in the capacity of a counselor to prospective teachers as they reflect on their professional laboratory experiences.

7. Orients each prospective teacher to the students, to the classroom, to the school program, and to the community as they relate to his specific professional laboratory experiences.

8. Accepts each student teacher as a unique individual who brings to student teaching a variety of rich experiences. Plans experiences for the student teacher which are based on his needs and abilities and make opportunities for these experiences as he is ready for them.

9. Plans jointly with the student teacher in his beginning stages and gradually lets the student teacher accept more responsibility for the planning.

10. Encourages originality by providing the student teacher with opportunity to experiment in all possible areas.

11. Provides the student teacher opportunity to observe other teaching models through observation and participation in various grade and ability situations in his own and other subject matter areas, and in related curricular and extracurricular activities.

12. Evaluates the student teacher's progress with the college-based teacher educator and student teacher.

13. Exemplifies a desire to improve skills and competencies as a teacher educator by participating in the Center's in-service program.

COLLEGE - BASED TEACHER EDUCATOR

The role of the college-based teacher educator is seen as one adapting to a dramatically changing situation. The college-based teacher educator will be more actively involved in single and group activities designed to implement pre-student teaching experiences, student teaching, in-service activities, and a continuing education program for full-time beginning teachers.

Listed below are activities which the college-based teacher educator will engage in.

1. Encouraging teaching and learning practices in the classroom in an indirect and direct manner through working with the public-school based teacher educator and prospective teacher. Many of these practices will be encouraged through small group activities in which the college-based teacher educator will offer leadership.

2. Furnishing support, guidance, and establishing rapport with all components of the Center to encourage an effective teaching-learning situation.

3. Individual problem solving with individuals when the need arises.

4. Participating in in-service meetings with prospective teachers, public-school based teacher educators, and full-time beginning teachers in the county.

5. Planning and participating in carefully designed conferences to achieve the Center's objectives.

6. Becoming involved in planning and executing pre-student teaching experience modules.

7. Becoming involved in planning and executing a continuing education program with the public-school based teacher educator.

8. Working with the public-school based teacher educator, prospective teacher, full-time beginning teacher, and the County staff in planning curriculum and experiences which involves the prospective teachers in the community.

9. Assisting with seminars conducted through the Center.

10. Assisting with the development and implementation of exchange programs within the Center framework and with other similar institutions.

11. Assisting in the encouragement, development, and implementation of innovation with teacher education.

12. Teaching appropriate graduate courses in cooperation with the Center through cooperating colleges and universities.

13. Providing resources to enhance learning in the classroom.

COUNTY SUPERVISOR

The county supervisors are key individuals in the operation and activities of the Center. They hold important positions whereby they may assist the Center on matters pertaining to instructional programs and the personnel involved in them.

The county supervisor's involvement includes:

1. Working with the public-school based teacher educator to insure that the prospective teachers are teaching the established county educational programs and that proper planning is done to give the county's students worthwhile educational experiences.

2. Assisting the selection of public-school based teacher educators and stations for professional laboratory experiences.

3. Assisting in the orientation of the prospective teachers to the county's instructional programs.

4. Assisting in the planning and implementing of the continuing education program for full-time beginning teachers in the county.

5. Cooperating in coordinating in-service activities among the various cooperating Center institutions.

BUILDING PRINCIPAL

In addition to the responsibilities identified or implied in the State Board approved standards and the duties outlined by the Mercer County Board of Education, the building principal is expected to:

1. Take the initiative in seeing that the cooperating teacher fulfills his role.

2. Assisting in the placement of prospective teachers within the building.

3. Provide for the orientation of the prospective teachers to the staff, policies of the school, facilities, and services of the school.

4. Visit classrooms where prospective teachers are stationed to foster the academic excellence in the school and to encourage an atmosphere of inquiry and experimentation in the classroom.

5. Cooperate with the college-based teacher educator and Center personnel in developing a more vibrant, innovative teacher education program.

THE SCHOOL AS A CENTER FOR OBSERVATION AND STUDENT TEACHING

Schools used as centers for observation and for student teaching shall be selected jointly by the county superintendent of schools, after consultation with his supervisory staff, cooperating principals and the college representative.

Each school selected as a center for observation and student teaching shall:

1. Have administrative and instructional leaders at the county level who are genuinely interested in the preparation of teachers and who will cooperate with the college in the teacher education program.

2. Have a faculty composed of competent teachers who have a high sense of commitment to the values which give integrity to teaching and a personal desire to participate in the student teaching program.

3. Have a principal and faculty who will accept the responsibility of interpreting to the community the importance of the school's role in the improvement of public education.

4. Include those grades, courses, and special groups that a student teacher may be required to teach according to the problem he is completing and the certificate for which he is working.

5. Encourage experimentation and innovation.

6. Meet satisfactory standards of safety, heating, lighting, and ventilation.

7. Be equipped with an adequate library and up-to-date instructional aids, (e.g., maps, globes, charts, audio-visual equipment).

8. Hold first class accreditation by the State Department of Education. In selecting secondary school centers preference shall be given to schools which are accredited by the North Central Association of Secondary Schools and Colleges.[2]

[2]Loc. cit., pp. 135-36.

EPILOGUE

EPILOGUE

The picture of a West Virginia unable to progress because of a lack of leadership, finances, and ideas is no longer if ever valid. Such creative and forward moving innovations as the Mercer County Teacher Education Center demonstrate the creative and educational leadership drive which is permeating West Virginia.

The cooperating institutions of the Mercer County Teacher Education Center are accepting their responsibility to bring a higher quality education program for all the children and citizens of West Virginia.

MERCER COUNTY SCHOOLS
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